

Determining Who Will Design Student-Learning Objectives And Which Assessments will be Used to Illustrate Growth

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Education Law 3012-c(2)(a) requires annual professional performance reviews (APPR's) to result in a single composite score, which incorporates multiple measures of effectiveness. The law specifies that student achievement will comprise 40 percent of teacher and principal evaluations. This document can guide your decision-making as you determine how to fulfill this component of the teacher and principal evaluation process.

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It must be:

- Specific
- Measurable
- Based on available prior student learning data
- Aligned to the Common Core, State, or national standards
- Aligned to school and district priorities

In 2011-2012, classroom teachers of *ELA and mathematics in grades 4-8 only* and the school principals in buildings in which these teachers are employed will have:

- 20% of their composite score based on growth on State assessments or comparable measures and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

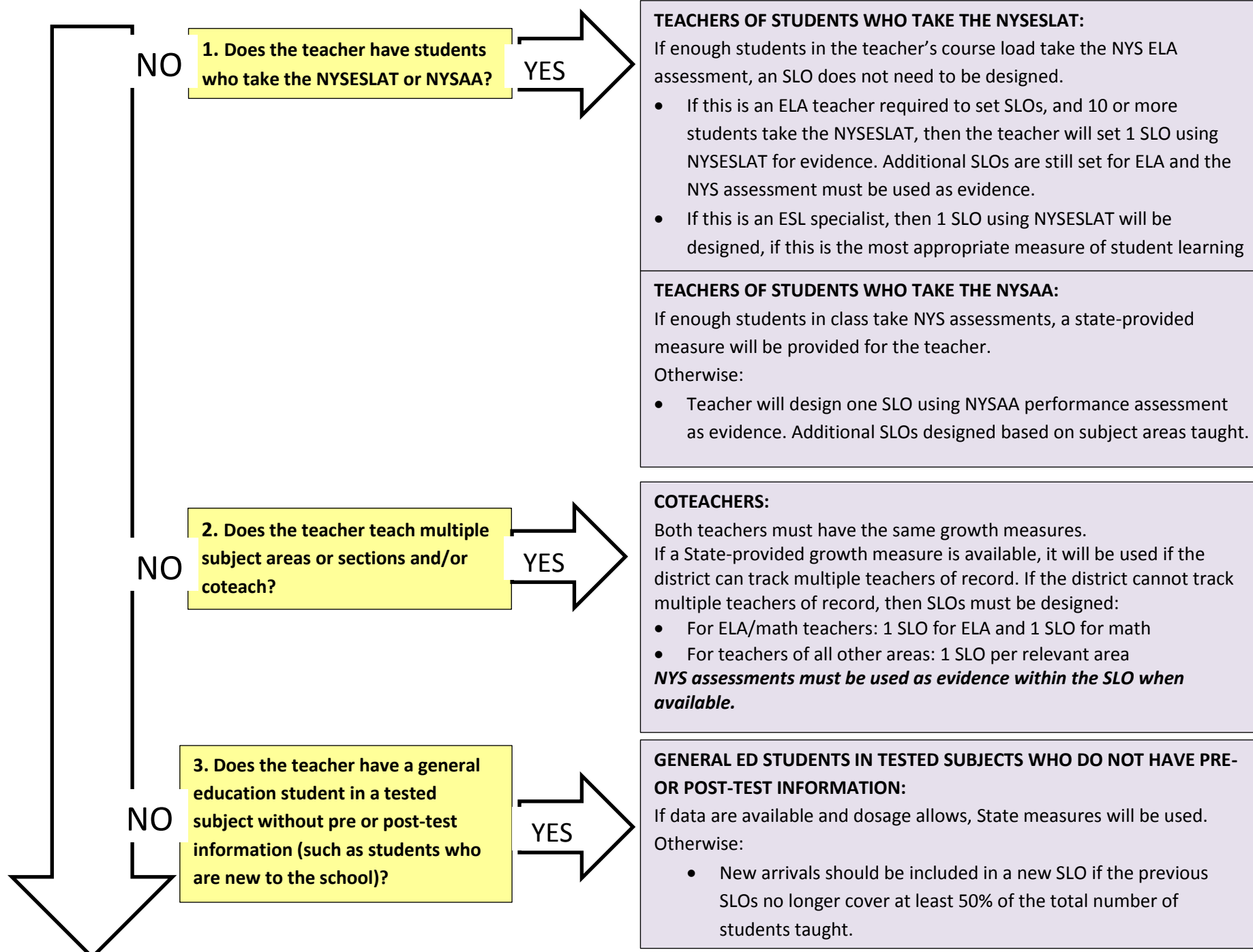
In 2012-2013 (and until the Regents approval of a "value-added" model) *all* teachers and principals will have:

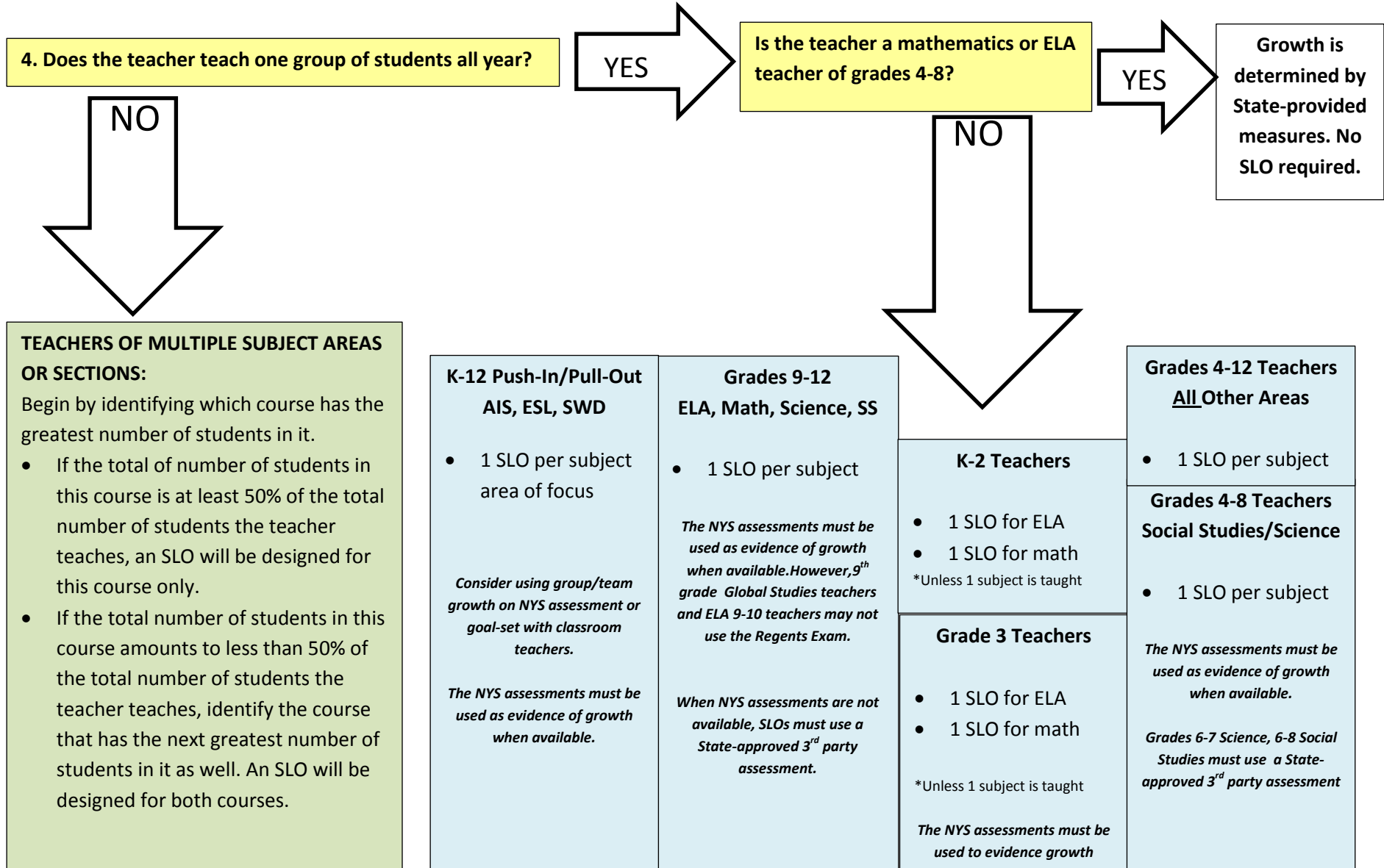
- 20% of their composite score based on growth on State assessments or comparable measures and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

Once the Board of Regents has approved a "valued-added" model with any grade or subject, teachers and principals will have:

- 25% of their composite score based on student growth on State assessments or comparable measures
- 15% of their composite score based on other locally-selected measures that are rigorous, comparable across classrooms, and in accordance with the standards prescribed by the Commissioner.

Step One: Determining Which Teachers Need to Design Student Learning Objectives





Step Two: Determining What Type of Assessments Must be Used When Designing SLOs

